Course Description

This course examines theory, research and knowledge about political, economic and societal structures and processes related to communities, groups and organizations within contemporary society. Consideration is given to ways in which these social systems have significant social, political, economic, and psychological impacts on the functioning of individuals, families and social groups. The course provides a framework for understanding the influences of medium to large social systems on individuals, families and groups with whom social workers practice. This course will also introduce students to the curricular themes and the PODS concepts (i.e., Privilege, Oppression, Diversity and Social Justice) that are infused in the advanced practice areas. There is a focus on oppression, discrimination, prejudice and privilege and their relationship to social and economic justice for populations served by social workers. This knowledge is considered within a context of social work values and ethics that support the general welfare of all citizens, especially the disadvantaged and oppressed. [note from Beth—we can also explore the implications for non-citizens and others not recognized by the State for various purposes]

Course Content:

The course uses the central social work values of social justice, multiculturalism, and empowerment to generate a framework for the critical examination of theoretical perspectives of organizational, community, societal, and global structures and processes. The key theoretical foundations that will be discussed include theories of poverty, inequality, racism, social change and social justice,
theories of political economy and communities, and organizational theory. In examining these theoretical foundations, students will explore the intersectionality of the diverse dimensions [e.g., ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex and sexual orientation], and how this intersectionality plays out in discrimination, oppression, and privilege.

**Course Objectives:** Upon completion of the course, students will be able to:

1) Identify, describe, and critique selected theoretical perspectives on organizational, community, and societal structures and processes.
2) Describe and analyze how community and societal structures and processes impact the client groups served by social agencies.
3) Describe how (PODS) privilege, oppression, diversity, and social justice are manifested in the structures and processes of society, communities, and complex organizations.
4) Analyze how the intersections of race, ethnicity, class, gender, sexual orientation impact their own life experiences, their relationships with colleagues and supervisors, and their relationships with agency clientele and community groups.
5) Identify major processes and contemporary manifestations of oppression, discrimination, prejudice, power and privilege as they impact on populations-at-risk and vulnerable and oppressed groups by:
   a) describing barriers to organizational and community competence;
   b) identifying sources of intragroup and intergroup conflict stemming from cultural group membership;
   c) identifying the role of risk and protective social factors in relation to social problems and social/economic justice.
6) Apply professional values and ethics by:
   a) distinguishing differences among culturally sensitive, culturally competent, multicultural, and ethnoconscious frameworks in social work;
   b) critically evaluating organizations, community, and societal structures and processes that seek to promote social and economic justice.

**Relationship of the Course to Four Curricular Themes:**

- Multiculturalism and Diversity will be addressed through presentation of theory and research about oppressed and at-risk populations, and the impact that community, organizational and societal functioning has on the well-being of these groups. [From Beth: We will also examine what various macro knowledge, theories and perspectives illuminate or obscure in relation to diversity (and social justice)]
- Social Justice and Social Change will be covered in the empirical and theoretical literature that document socially just organizational, community, and societal structures and processes. Social change theories and strategies will be presented that demonstrate how we move toward a more socially just society.
- Promotion, Prevention, Treatment, and Rehabilitation will be addressed through discussion of programs and systemic interventions to prevent stress and oppression of individuals,
families, and groups and enhance their quality of life and well-being. The role of risk, resiliency, and preventive social factors will be discussed in relation to social problems.

- Behavioral and Social Sciences Research will be reflected in the organizational, community, and societal theories that are presented in order to analyze the impact that the social environment has on individuals, families and groups.

**Relationship of the Course to Social Work Ethics and Values:**

This course will address ethical and value issues related to working with organizations, communities, and societal structures and processes. The NASW Code of Ethics will be used to inform practice in this area. Examples of ethical and value related issues will include: the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, issues related to organizations will be covered, such as preventing discrimination in the work place, improving agency policies and procedures, and increasing the effectiveness and efficiency of organizations.

*This is the end of the approved course description—approved 11/8/2006*

**Important Questions for SW 502**

1. **What comprises and defines social justice?**
   - What theories and assumptions underlie different formulations of justice?
   - What do we know about what creates and sustains socially just situations, contexts, and practices?
   - What makes for competent, resilient, and socially just communities, and institutions/organizations within those communities?
   - How is social justice related to such concepts as promotion of health and well-being, individual and community resilience, prevention of various social problems?

2. **How is society possible? What defines society? What are important components of society?**
   [e.g., class conflict, social solidarity, ideas, culture (symbols, rituals), social affiliations, shared values, social structures, coercion and constraint]

3. **What explains social behavior? How are behaviors embedded in and influenced by macro contexts?**
   [e.g., early socialization, on-going socialization, statuses and roles, social structures, rewards and punishments, conformity, audience reaction, ]

4. **What creates and sustains inequalities? Why are some social categories associated with unearned privilege and others with disadvantage? What are different types and consequences of oppression, and implications for working for justice?**

5. **How do societal institutions work? What is important for me as a social worker to know about different types of institutions in order to be effective in my workplace and towards reaching practice**
goals, with and on behalf of my clients and in working with others? (e.g. organizations and how they work, communities and their functions, government and “the state”, the global political-economy)

6. How do societies and institutions change? General theories, planned change approaches? e.g., From the bottom up, one individual at a time - Collective behavior Changing consciousness, symbols - Natural selection - New technologies Because of external forces, crises, economic markets and forces (capitalism)

7. What’s the role of government (the State) in funding and regulating behavior and social institutions, maintaining or reducing inequality?

8. How have and do macro structures and processes shape and influence me? How can I use knowledge about macro-level forces to increase my own critical consciousness?

9. What is the role of macro theory and theorizing in improving my practice, and in creating more just situations?

**Four major and inter-related streams within 502**

- Knowledge and concepts for organizations, community, society (esp the State, government, structures and processes of policy-making)
- Social justice, barriers to that (privilege/oppression) and what sustains and disrupts these—knowledge and theories related to PODS (including some diversity)
- Theories about society; skills for theorizing; learning about and applying macro theories
- Social change, and what helps larger social systems to change. Prevention and promotion of justice and well-being within this.

**Syllabus and Reading Lists Fall 2010**

**Texts:** I have ordered three texts, and a couple of additional resource books in the local bookstores. All of these are also on reserve in the Undergraduate library and can be taken out for four hours, or overnight, after 8PM.

We will read all or most of these:

**Supplemental/not required resources:** We will read a chapter or two from each of these, but they will be included on C-Tools. I know that some students like to have their own copies of good resource books.

Other books you might find helpful, that I can loan you or you can find pretty readily.

All the readings not in the three texts are on the CourseTools (C-Tools) site for this course. I am willing to set up a coursepack in addition to the Coursetools site, or find other ways to get you access to the readings, if enough of you will buy one or use other sources. We’ll talk about your preferences in the first class session.

We will read all of the Mullaly, Johnson, and Bornstein texts. The Bornstein chapters are assigned throughout the course, but we will focus on this explicitly towards the end of the course.

**September 7**: Introduction to some basic categories, the course and each other: Multiple choices, paradigms, class goals and norms.


**September 14**: Introduction to organizations in environments, components of human service systems, and implications for a complex case (experiential). Also a quick overview of types of theories (so you can think about selecting one for your theory project on Sept 21)

• Gibelman and Furman (2008), *Navigating Human Service Organizations*, chapters one (Getting to Know the Human Service Organization) and two (Distinguishing Features of Organizations), pp 1-47.


**September 21.** Paradigms and their implications—for public policy making and implementation and foci or human service programs. Formation of theory/theorizing workgroups.

• A major focus will be on the five paradigms Mullaly presents in chapters 2 to 6 (pp 44 to 158). You should read chapter 2, (social work vision: A progressive view) but will be
especially responsible for preparing to apply one of them (we will draw straws on Sept 14 to determine which chapter you will “specialize” in for the day). The other chapters include: the neo-conservative paradigm; the liberal paradigm; the social-democratic paradigm; and the Marxist paradigm. Thus, you need to read two chapters carefully, but eventually would benefit from reviewing all of them, so you understand and can compare and contrast the paradigms and consider where your beliefs fall.

- Reed, B. G. (draft) Analytic perspectives: What each illuminates.

**September 28.** Definitions of social justice and their implications
Work in theory groups/set up education session schedule.  **First reflective analysis due**

- A paper I am drafting on different definitions of social justice and implications.


- Text: Bornstein: pp 1-40. Restless people, From little acorns, Light in my head went on

- Chapter 9 in Mullaly and other parts of Mullaly have implications for defining social justice practice, if you want to include these sources as well.

Additional resources:


**October 5.** Privilege, oppression, intersectionality and implications. Continue work in theory groups.

Text: A. G. Johnson (2006) You should eventually read the whole book—it’s quick & easy

- Chapters 2-3, pp 12-53. In the first edition, chapters 3 and 4. [will be missing some broadening of the privileges described]
  - Many of you will have already read a brief article by McIntosh on unpacking the knapsack of privilege that I am happy to get for you if you have not.

- Chapters 4-5 [54-75] (making privilege happen and the trouble with the trouble, and 7 – 8 [90 – 124] (how systems of privilege work and getting off the hook [first ed, chapters 5 to 6, making privilege happen, and the trouble with the trouble (42-82), and chapters 8 & 9, how systems of privilege work and getting off the hook (96-136)].
• Mullaly text: chapters 9 (a reconstructed theory of structural social work) and 10 (oppression: the focus of structural social work)

• Text: Bornstein: pp 41-69. Indomitable will, Significant force, Why was I never told about this?

• I will cover intersectionality with handouts, some lecture and activities in class.

October 12: Overview of types and inter-relationships among theories and critiques.
First education session(s)?
Second reflective analysis due


• Mullaly text: chapters 7 (Feminist, anti-racist, and postmodern critiques), and 8 (the third way)


• Text: Bornstein. Pp 70-100. Ten, nine, eight, childline; Role of social entrepreneur

October 19: Fall break

October 26: Overview of organizational frames
Education sessions continued


• Bolman & Deal (2003). We will compare and contrast these difference frames, using case examples. You will be especially responsible for understanding and applying one frame, but should at least browse the others.
  o Structural Frame (41-67)
  o Human Resource Frame (111-132)
  o The Political Frame (181-201)
  o The symbolic frame (239-269)

Text: Bornstein: 101-129. What sort of a mother are you? Are they possessed…?
**Nov 2:** Social justice and organizations. Introduction to communities and concept maps

I will handle social justice in organizations with handouts and some lecture, and an exercise.


- Text: Bornstein, pp 130-163. If the world is to be put in order? The search for social excellence.

**Nov 9:** More on communities, frameworks for analyzing communities  
[Note: this is the week that Beth might be absent if there are problems with plane connections returning from a conference. If this happens, Julie Cushman will be implementing the class]


**Nov 16:** Working for change. Approaches to change

Final education sessions, if necessary  
Fourth reflective analysis due


- Text: Mullaly—chapters 11 and 12—working within (and against the system): radical humanism, and working outside (and against the system): radical structuralism. 287-363

- In the Johnson book, if you haven’t already, read the chapters on what we can do, esp chapter 10.

Text: Bornstein, pp 188-213. Something needed to be done; Four practices of innovative organizations.
Nov. 23: Integration and application Review, extract principles from Bornstein. Review earlier readings, handouts, and notes to identify key elements for concept maps.

*Concept maps due—we may discuss postponing a week*

- Text, Bornstein, pp 214-246. This country has to change; six qualities of successful social entrepreneurs

This week or next, we will spend time extracting learnings from all of Bornstein, dividing the work

**Nov 30:** Making sense of and theorizing in the macro world for social justice.

- Begin sharing of concept maps

  - Text, Bornstein, pp 247-270. Morality must march with capability; Blueprint copying.

**Dec 7:** Last class. Application and next steps

- Finish sharing concept maps. Applying concepts and theorizing.

  - Text: Bornstein, pp 271-305. Conclusion, epilogue, and afterword.

**Dec 14:** Final reflective analysis and any revisions due

More about the Course, my Philosophy of Teaching and Expectations

This course is part of the HBSE (Human Behavior and Social Environment) component of the Foundation Curriculum. As such, it focuses on the “macro” knowledge base for social work practice in all methods and fields, emphasizing mid to large size systems. It draws from some areas of psychology, but more from sociology, political science, and anthropology, with some economics and history (and a little humanities and “hard” sciences, plus women’s and ethnic studies). We will emphasize what “evidence” is available to support particular perspectives and theories (including a bit about scholarly methods used to produce this knowledge and theory), and on analyzing the strengths and limitations of each. Major goals are to

- develop the knowledge to see, articulate, theorize, plan, problem-solve, and create and sustain social justice and well-being (often involving creating or resisting change) at larger systems levels, and
- understand and influence how larger systems impact individuals, families, and groups.

I am much less interested in mastery of “facts” about different theories and approaches, but in your learning how to conceptualize and “theorize”—learn about, apply, and revise—language and conceptual frameworks that will inform your work.

Epistemological curiosity. Related to this is the concept of “epistemological curiosity”, derived from Freire, a Brazilian educator, emphasizing systematic exploration of knowledge about different levels and segments of society, theorizing about justice issues, and reflecting on ourselves in interaction with others (praxis). This requires developing a climate in the classroom in which we can learn from each other’s different perspectives and experiences. We need to be able to share, disagree, clarify what each of us means, and struggle together with concepts none of us understand well at first. These are not just intellectual tasks, but often generate strong emotions, and require us to surface and engage with our values and what may be tacit (not articulated) assumptions. Learning
new ways of thinking can be very exciting and empowering, but we may also feel confused, anxious, overwhelmed, and even angry at different points in this process. These emotions usually are markers that you are being challenged and are learning, as long as they do not overwhelm you and we can navigate through them.

**Adult learning.** I use principles of adult learning whenever I can, with an understanding that new knowledge has to build upon and “fit” with knowledge you already have, and that you have to be able to “unlearn” or revise previous knowledge to accommodate new perspectives. Also, we know that adult learners often learn differently from those who are learning everything for the first time. As a result, I lecture much less than many faculty members, although often provide handouts to help you to organize and digest different types of material, and I am happy to spend some time explaining particular readings or concepts that I had not intended to lecture about if there are requests for this. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas. **We will discuss many of the readings, but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments.** You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren’t sure you see the relevance of something.

Everything handed out in class will also be on the C-Tools site.

**Attendance, participation, and agency.** I use class time to engage you in activities that extend and augment and allow you to apply and examine course readings and topics, and we will go beyond course readings through group presentations and class exercises. I pay attention to who is there and how engaged you are. If you find class time or other course components un-useful, **I expect you to tell me that and work with me to make it better, and not just skip class.**

Because of learning goals or key aspects of your identities, you may want to propose a modification of assignments to meet your goals or interests better. Lots of options are possible if I know what you need or want, but we should discuss these ahead of time so I can be sure that what you propose is consistent with course objectives. Please don’t assume that an altered assignment will be acceptable without discussing it with me, so we can be sure that it meets course objectives and is fair for all given course criteria.

On days that assignments are due, I would rather you come to class and participate even if the assignment isn’t done; you can get it to me later in the day. I am also more concerned about what you know at the end of the course than how you do initially, and am happy to have you redo/add to an assignment if you are unhappy with your first try or wish to try and raise your grade.

**Individual issues and needs in the course/Any special circumstances.**

I am very concerned that this course is accessible and relevant for everyone. I will be asking you about your preferences in terms of learning, and we will work to negotiate these among us. Please let me know (either in person in class or in office hours, or via email) if you have some particular goals or needs for the class. These may be related to your past experience or your interests, or to special agendas you have or challenges you face as a learner, in the classroom, or in relation to your health. I am happy to work with you on ways to manage the classroom, learning and assignments to
accommodate different learning styles, learning or other disabilities, or family or other responsibilities, and there are resources elsewhere on campus that we can access. There are also a number of religious observances that occur during the fall that will be relevant for some of you that we should discuss how we can allow you to practice your faith and meet course obligations.

Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall to coordinate reasonable accommodations for students with documented disabilities. There are also resources to consult with you about family obligations.

Last fall, we anticipated the possibility of significant absences because of the H1N1 virus, and we were all urged to stay home if we had a fever or significant symptoms. I am not sure what is expected this year, but please let me know if you are ill, so we can discuss alternatives.

Some Suggestions

1. You will benefit by forming a discussion group with some of your classmates, to divide up readings, teach each other the main points from them, and consider how to apply them. If enough of you do this, I will give you class time for short meetings. Remember that a really good way to learn is to educate others.

2. You should strongly consider keeping an informal journal throughout the semester to track and record your reactions and thoughts--partly for yourself so you can see recurring themes and growth through the semester, and partly to collect information that will be useful for the analytic reflections and concept maps (see below). Pay particular attention to what excites, disturbs, puzzles, or angers you--or leaves you feeling defensive. Sometimes we have to discover our values, biases, preferences through fairly indirect ways.

3. It is especially important that you keep track of key concepts and their meaning(s) and start to think about how they relate to each other. This may mean developing a glossary for yourself and “maps” about how terms are related. A glossary and mini-maps can help you to keep track of key concepts and definitions, and begin to think about relationships among them and questions they raise for you. It’s important to do this as the course proceeds, so you don’t end up having to do it all at the end as you work on your concept map. Also as you will see later, I want you to use and cite concepts from readings and class sessions in all assignments, and your grade will be stronger if you include greater breadth and depth in the accurate use and application of concepts from across and throughout the course.

Evaluation Criteria and Procedures

General evaluation criteria (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply macro knowledge and theory;
- Systematic & logical presentation of arguments, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings
- Clarity of presentation;
• Originality & creativity;
• Attention to diversity and social justice issues across different populations and situations.

**I want you to use actual terminology and concepts from the course and its readings** and to cite your sources, even if this feels awkward—for a number of reasons.

• First, one of the goals of a professional education is to assist you to learn and use the language of the profession—because people communicate using that language within professional contexts (although you may want to translate into day-to-day language with those from other disciplines and from the community).

• Second, it requires specific types of terminology to be able to conceptualize the macro components of the “world” and your practice environments, and it requires a language to be able to theorize.

• Third, in terms of my understanding and being able to evaluate your work, you will discover that many of the authors use different terms for similar things and similar terms for different things. If I don’t know which version of concepts you are using, I will not be able to evaluate whether you are using them accurately—specific use of terms and citations of where they came from will help me identify their sources.

• Finally, accurate use of concepts and citations of the sources of these are important for ethical and practical reasons—it is important not to plagiarize other people’s work (see below).

**Academic honesty, scholarly conventions and citation guidelines.**

It is plagiarism whenever you take credit for work that is not your own—whatever the source of that work. You are taking credit for someone else’s work whenever you do not cite the sources of your ideas or points, whether you do this deliberately or because you are being sloppy about where ideas came from.

When you quote someone directly (including something you have written for other purposes), you should include the source and the page number. When you paraphrase, you should include the source. For papers in this course, when you are citing sources from the texts or readings in the syllabus, I do not require a full citation, but you should cite the authors and date (in parentheses right after the concept, phrase, or paragraph) and if it is a large source (e.g., a book), you should cite the relevant chapter at minimum. If you are citing sources from outside the texts or syllabus, please use American Psychological Association format, described in Student Guide and many other places.

Note that this requirement to cite sources also applies to the contributions of your classmates as well. I encourage people to work together—to discuss readings and class activities, to brainstorm together about assignments, to divide up and teach each other about readings, etc. You will have one group assignment in which I will assist you to develop group norms and roles to support working together. I expect you to tell me in writing when you have discussed assignments with others, and with whom, when you turn written work into me.

There is information in the *Student Guide to the Master’s in Social Work Degree Program* and other appropriate University publications for policies and penalties related to academic dishonesty, including plagiarism, and information about procedures for ethical and correct citations.

**Grading**
Student grades will be based on the University’s grading scale.

An A reflects especially excellent performance, with high degrees of theorizing and analysis, integration across theories and contexts, high clarity of writing and thinking, superior grasp of subject matter, high-organization and creativity. An A will also represent a wide scope of readings and theories used across the course, accurate application of those theories and strong theoretical analysis of yourself and applied situations. To receive an A, your work needs to have consistent use of social justice lenses, high class participation and contributions to the learning of others, and clear inclusion of citations from multiple course sources. An A+ is possible, but I use this grade rarely. It represents superior performance across all components and criteria for the course.

An A minus will be assigned for strong, very good work that is well written and conceptualized, uses a reasonable number of course sources, with appropriate citations, includes interesting insights, and clearly links relevant theories to applied situations. An A- also includes strong course participation and contribution to the learning of others.

The B range indicates basic mastery and achievement of general course goals, with some areas of strong work. This includes clear writing, good use of course resources, use of several theories in appropriate ways, demonstration of basic knowledge in all course domains, linkages across these and an ability to draw some relevant implications. B indicates general achievement of most course objectives, while a B+ represents work that exceeds basic course expectations in some components of the course.

A grade in the C range includes at least some elements of what is described in B, with some acceptable elements and some marginal ones. D or below is likely to be missing key components, poorly organized, and without clear linkages between theories and other aspects of the course.

At various intervals, I will ask you to set your own goals and evaluation criteria, and then assess your own performance in the class, the effort you have expended, and how much you have learned. You will also evaluate each other in your small groups and class presentations. Your evaluations will be incorporated with mine and considered in on-going and final grading.

**Assignments and Requirements**

Note: I am trying to build in some generative, integrative learning and professional portfolio components as well, so that some of your work in this course will help you to begin to work on a learning and professional portfolio. I describe some ways to do this at the end of this document and will provide some resources for this. Also, if anyone is interested, I will indicate some extra credit options towards the end of the course, or you may want to propose some as part of the development of a portfolio.

**Overview of assignments and requirements**

These are designed to cover core areas of the course and to assist you to develop skills in theorizing, integrating, and applying course materials
a) Class participation. This includes attendance, being prepared for class by reading assigned readings, contributing to the learning of others (by participating in class discussion and activities, and sharing your concept map with the class), and a couple of in-class reflection activities. Since I try and use class time to apply and augment material in the readings, I expect that you have read them before class, and let me know if you have questions or issues you’d like the class or me to deal with during class. You can do this at the beginning of class or via email before class. I also firmly believe in the principle of adult learning that one of the best ways to learn is to help to educate others, so there will be strong course components in which you are digesting material and working together with others to increase your own and their learning.  

We will also devote class time to assist you in all of the other assignments (below) as well.

b) Application of course concepts, terminology and analyses to yourself and to practice contexts. The goals of these will be to demonstrate understanding and application of course concepts. This will have five parts (30% total). The first four reflective analyses should be three pages each, and will be worth 5% each. The last should be four pages and is worth 10%.

1) Basic core concepts, ideologies and paradigms. (5 %) Sept 28.
2) Social justice, social categories, privilege and oppression (goals, processes, and critical consciousness). (5 %) Oct 12
3) Analyses of organizational elements. (5 %) Nov 2
4) Analyses of community elements. (5 %) Nov 16
5) Working and theorizing for change. (10 %) Dec 14.

c) Learning about and teaching a theory relevant for the macro world and implications for practice and change for social justice. This is a group project, completed with 2 to 4 other students in which you will choose and investigate a theory, share your learning with the rest of the class, and reflect on your learning and group processes. We will begin this in a couple of weeks, and will continue with sessions throughout the course, concluding by mid-November (25%).

d) Concept “map”. A concept map is a visual representation of key concepts and relationships among them. It is intended to help you to integrate and think about how you will use elements of this course as a whole (20%). This will be due right before Thanksgiving (Nov 23) or sooner, and you will share them with your classmates during the last two weeks of the class. We will work on this in class, and I will show you some examples from previous classes.

There are many resources on the web about concept mapping, some on C-Tools and we will work on them in class. The assignment includes the map itself, plus an up to three-page explanation/analysis of it (using course concepts and citations).

Below is a schema of course activities and due dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Knowledge areas</th>
<th>Theorizing</th>
<th>Reflect and Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 7: intro, multiple choices</td>
<td>Who are we? overview of topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 14: simulation</td>
<td>Levels and sectors; human service orgs</td>
<td>Brief overview</td>
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<tr>
<td>Sept 22, roundtable</td>
<td>Paradigms, policies &amp; tacit assumptions</td>
<td>Select a theory</td>
<td></td>
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</tbody>
</table>
Sept 27, Social Justice; uses of theories | Work in theory groups | First reflective analysis due
Oct 5, Privilege, intersectionality | Work in theory groups |
Oct 12, Interrels among theories, intro orgs | First education sessions | Second reflective analysis due
Oct 26, Org frames, theories | Education sessions continue |
Nov 2, Some org, begin communities | Educational sessions continue | Third reflective analysis due
Nov 9, More communities | Education sessions continue |
Nov 16, Working for change, Application to cases | Application of theories, More on concept maps | Fourth reflective analysis due
Nov 23, Integration and application | Concept maps due |
Nov 30, integrating Application | Begin sharing concept maps |
Dec 7, More applic, reflection | Share concept maps, identify major learning |
Dec 14—post-class options | Last reflective analysis due |

**More Details about Assignments**

For all assignments, you can give me paper copies in class. It is also possible to leave them in the pocket on my door (3736), send as an attachment or email, or submit via C-Tools. You may want to alert me via email if you submit it via C-Tools, since it is sometimes difficult to tell when a new document has been submitted.

**A. Reflective Analysis Assignments (30% altogether)**

Each of these should draw on concepts from the readings and other aspects of the course (and cite their origins), most heavily from the weeks since the previous assignment. Criteria are all those cited earlier, especially breadth and integration across course topics, explicit use of concepts from the readings and class session, concise critical reflection and analyses, and some application to yourself and key areas of your environment. Remember to cite the origins or concepts you use. Full credit will be given for a strong breadth and integration across course topics and key elements in the readings and class activities and discussion, thoughtful and concise critical reflection and analyses. Fewer points will be awarded if some core topics are not included or cited clearly, for descriptions with less analysis and reflection, and for less convincing use of evidence and explanations. If I don’t have your paper by noon on the Wed after class, I cannot guarantee that I can get through them, give you feedback and get them back to you by the following week.

The first four should be 3 pages, with reasonable margins, font size no smaller than 11, and double spaced. This means you will have to work to consider what the main points and arguments should be, select your examples carefully, and be concise and clear.
1. Due September 28. Key concepts and paradigms and their application. (5%)

In the first several weeks, we have engaged in a brief simulation and used a case to illustrate different characteristics of social agencies and their environments, a paradigm negotiation, and a discussion and some application of core concepts and issues in human service organizations. We have introduced person/organization-in-environment theory, with some examples and application, read critiques of it and of capitalism and globalization, and explored different worldviews and paradigms, dimensions within these and some implications. With some beginning discussion about defining social justice.

In this essay, please describe the most important points in early readings and class sessions, and why they are important. Which paradigm(s) best reflect your view, why? How do these relate to your goals and programs and policies important to you? What have you learned so far about underlying assumptions, sources of knowledge, and different ways of understanding macro environments? Articulate what your values, beliefs and questions are on the various topics we have covered.

2. Social justice, social categories, privilege, oppression and critical consciousness.—5 %, Oct 12

a) Create your own definition(s) of social justice and identify where this definition fits among those we have read about and discussed. Discuss some of the implications of this definition.

b) Articulate your major social locations and areas of unearned privilege and oppression. Discuss how these are embedded within macro structures and forces, with examples of how the categories intersect and create synergies, and how privilege and oppression are continuously recreated. Should include how much you have explored each, your awareness of relevant categories, and implications for yourself as a social worker and macro theorist.

c) What do theories of social justice, privilege, oppression, intersectionality contribute to conceptualizing and implementing your professional goals?

3. Analyses of organizational elements—5 %, Nov 2

Consider two main topics in this reflection—a) functions of theorizing and how different types of theories work together, and either illuminate or obscure social justice issues; and b) different ways of understanding and analyzing organizations. You may want to consider at least one organization with which you are familiar and apply the analytic frames to illuminate key issues within that organization and how it influenced you/or how you maneuvered (or didn’t) within it. I will be doing some handouts on social justice in organizations on Nov 2 if I haven’t managed to do this earlier, so you may want to wait to finish this assignment until after class on Nov 2. I will need to have the assignments in hand by the end of the day on Wed, Nov 3, if you want them back in class on Nov 9.

4. Analyses of community elements—5 %, Nov 16

Should include readings from Nov 2 and 9—different ways of understanding and conceptualizing communities and implications for goals, types of prevention and intervention within community frameworks. Consider various communities relevant for you—of place, interest, and identity—and
analyze them and their influences on you and others, social justice issues, and promoting positive goals, according to concepts in the readings.

5. Working and theorizing for change—10%, Dec 14 (or before if you want).

   Should be about 4 pages double-spaced, font size no smaller than 11 and margins (1 inch)

A major emphasis in this assignment should be on social change for social justice, building on the Bornstein book, and other relevant types of theorizing and conceptualizing we’ve been doing over the term, including Mullaly. Develop a set of principles for working for change, drawing on class readings, handouts and activities, emphasizing social justice goals and processes. Be useful to consider a) how larger social systems can help to catalyze or inhibit change at individual, family and group levels, and b) working for change in organizations, community, and policies. Consider definitions of social justice and how they have evolved, the influence and implications of paradigms, different types of theorizing, social entrepreneurship issues, and recommendations drawn from Johnson and Mullaly. Can also use materials I introduced in addition to readings—class activities, intersectionality, promotion of positive goals/levels and types of prevention, approaches to policy work, etc.

You can include diagrams, or some other way of depicting key elements, or have it be only an essay. As with earlier assignments, I will be looking for a) accurate use and application of course concepts, with your sources noted; b) scope, breadth and integration of different aspects of the course (can include readings, class activities, student education sessions, handouts from me); c) inclusion of community, organization, policies/the state; d) emphasis on social justice and its components, with clear definitions; and e) critique of positive uses and limitations of different frames, theorizing, paradigms.

B. “Theory” Assignment (25%). Application of “Macro” Social Science theories to SW

You will complete this assignment in a group with 2 to 4 other students. Early in the term, you will indicate your choices of theories and we will cluster you into workgroups. Each workgroup will determine your own criteria and approaches and produce the “products” below. I will assist you to set goals and working strategies, and after your education session, you will review class assessments and write your own analysis and reflection. Then I will meet with you as a group to determine specific criteria and review and assess the experience together.

Your tasks are several (plus others implied in the “products” section).

- First to collect information about, and work to understand the conceptual framework, its key components and concepts.
- Second, to consider how it can assist you to think about social work--with clients, within organizations and communities, and with regard to social policies.

The “products” of this activity should be three-fold:

1) A handout for the class that explicates key elements of the “theory” (see categories below) and its application along with suggestions of how they can learn more about the theory;
2) A presentation/discussion/education session with the class to assist them to understand the theory and its applications. You should plan this to take 30 minutes. You can use
whatever format you want, in order to educate the class on your theory and its implications. It is possible for you to have more time, but this needs to be cleared with the instructor, and will depend on what you propose to do and how many other education sessions need to occur on any given day.

3) An individually prepared critique of your group’s work, what you learned, an assessment of each group member’s contributions, an assessment of class members’ evaluation of your presentation, the limitations of your learning and your group’s work, and how you intend to keep learning. You should produce this and submit to instructor shortly after your group’s education session.

**Evaluation** of this component of the class assignments will include the following:
- the classes’ evaluation of the clarity and usefulness of the presentation, handout, & discussion
- your assessment of your learning & performance as a group, individual’s contributions,
- my assessment of the above and your individual critiques.

We will review and synthesize all of this in a group meeting and determine a grade together as soon as I have your review and critique papers.

**What you should consider/include in your work:**

1. The history of the concept(s)/theory--roots, key people involved in the development, what they were trying to explain.

2. What “research”/knowledge development methods have been used to produce the body of knowledge? What are the strengths and limitations of these methods?

3. How have these concepts been applied within social work.

4. In what ways can this theory/set of concepts inform social justice/multicultural/anti-discrimination work? What are the theory’s limitations with regard to multicultural/anti-discrimination/social justice perspectives?

5. What aspects of social work practice does this theory/set of concepts illuminate/inform?
   - Social policy
   - Community
   - Organizational Groups
   - Individual/family

6. What elements does this theory/set of concepts miss or obscure that are important for social work practice at the various levels?

**C. Concept Map (20%)**

This consists of a visual representation of key elements of the four streams of the course, and their inter-relationships, plus a three-page narrative that explains and interprets the map. As in all other assignments, you need to use and cite explicitly course concepts, readings and activities. This can occur within the map and/or in the narrative. There will be resources for concept mapping on C-Tools, many are available on the web, and I am happy to share examples with you from previous classes. This is meant to be a generative and integrative assignment, and would be a good artifact for a portfolio if you decide to do one.

**Extra credit.** Several options for this are possible, if people are interested.
Last class session.

In our last class session (12/7), I hope we can all learn from each other’s concept maps, and consider implications for social change. I would like everyone to share their concept maps with the entire class, so we can see the variety of approaches you have taken. I will have summarized all your work by this time, so you’ll have a good indication of your grade, depending on your final analytic reflection. At that point, if you want to revise some elements, or negotiate some extra credit, please let me know.

Generative/Integrative/Reflective Portfolio-based Learning [More resources on C-Tools]

We identified the need for more integrative, generative, and reflective processes in the curriculum and in teaching through a several year evaluation of a social justice learning initiative. These approaches involve a set of processes that are useful skills in themselves and also can help you to produce products that will be very useful for your career development and eventual job search. I will use some integrative, generative techniques throughout the course, and if anyone is interested I am willing to work with you to develop some portfolio elements. These will get you started.

When the term “portfolio” is used in graduate education, people are most often referring to professional portfolios—a compilation of “artifacts” (examples of knowledge, skills and accomplishments—documents, project descriptions, pieces of art, videos, and so forth) intended to showcase an individual’s professional development to faculty, mentors, and potential employers. There are two other types of portfolios: a learning and reflective portfolio that helps to catalyze learning, and evaluative portfolios that used to assess learning and progress. All are interrelated. Adopting portfolio-based learning mechanisms throughout your graduate education will assist you to identify and incorporate your own goals explicitly, recognize and assess what you are learning, and articulate clearly the different kinds of competencies you are developing which will make it considerably easier to create a strong professional portfolio.

Generative, integrative, reflective, portfolio-based learning builds on reflective and reflexive processes, which Freire called praxis—an iterative set of sequences, moving back and forth between theorizing and drawing on existing knowledge and theory, acting by applying that theory/knowledge and generating new knowledge and theory from that action. Reflection is a major way that one moves from action to knowledge generating and applying and back to action. Interacting with others is a critical ingredient during these reflective and reflexive processes—having diverse others give one feedback about one’s work and ideas, comparing and contrasting experiences in order to understand one’s life, work, skills and knowledge and how these connect with larger societal components and mechanisms. A major goal is to exert agency about one’s learning and to make change in one’s world, and perhaps the world in general.

Portfolio-based and student-centered learning tends to help you to develop and strengthen what educators call adaptive expertise, meaning that the learner develops the ability to apply knowledge and skills learned in one context in other contexts. It also strengthens the ability to function and learn from new situations and to continue to build one’s knowledge, analytic contexts, and skills.
The process also helps you to identify and describe areas of “tacit” and “embodied” knowledge, which are critical in social work education and practice. Much of what you are learning becomes embodied (who and how you are, what you do, skills in doing and knowing), and frequently these also become tacit (not recognized or articulated), so you may not value or be able to articulate these.

The assignments in this course are designed to build on each other and over time. Learning and being proactive about this learning is hugely strengthened by systematic application of praxis—looking for examples of course concepts in your experiences, looking for connections across elements, using course concepts to help you to understand your experiences, and figuring out how to organize and apply key elements of the course for yourself. It also builds in theorizing together and application in group and interactive processes (in which you can give and receive feedback about each other’s work and ideas)—in the classroom, with the instructor, and in groups.

Elements of a Portfolio
- Philosophy statement—who am I as a professional (can connect with personal)—about one’s values and beliefs, philosophy of knowledge and practice, overall goals and approaches.
- Creation of a statement of key elements of one’s interests and competencies. This usually involves reflection on and assessment of past experiences, and projecting forward to what experiences and competencies you wish to acquire before you graduate, or in the future
- “Artifacts” [examples of types of work] representing different types of knowledge and skills. Once artifacts have been identified or developed, create a brief description of what this artifact is and what it represents (artifact summary)
- Basic information about self—resume, awards, recognitions, etc

Ideas for portfolios, from 502
- Initial philosophy statement—about one’s values and beliefs, social justice goals, philosophy of knowledge and practice, overall goals and approaches. You can draw from the analytic-reflections, and discussions of values and ethics, social justice, causes and manifestations of injustice
- Potential artifacts/examples of work/accomplishments, knowledge and skills
There will be at least two concrete “products” from this course—I will introduce the “artifact summary” outline at some point, and you could complete this for these two examples of work.
  1) the resource materials, outlines etc, from your theory groups
  2) the concept map
Other potential contributions to a portfolio
- Theorizing—could do this in general, drawing from many elements of the course in which you went from theory to application, or practical example in which you use theory to illuminate key elements. Could also do more specifically—describing the theory education session, and/or your concept map.
- Conceptualizing and taking into account the larger social context [could include a statement about relevance for one’s goals, might involve your eventual concept map]
- Yourself as a learner and educator—could use the steps and processes you used for the education session in this course [and perhaps combine with those from other courses] and other ways in which you learned from and helped to educate others.
- Could discuss yourself as a group member/participant—your roles, how they vary in different kinds of groups, what you have learned about being in groups. Could develop this term, and add to it in future terms, including different kinds of group experiences, on campus, in
practicum, elsewhere. You will be in multiple types of groups during this course and you may want to keep track of what you are doing and feeling in different types of groups, how you contribute/benefit, what you wish you were doing more of.